

Key Stage 5 Curriculum Map

Year 12 - Teacher 1 - Philosophy of religion & Religion and ethics

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
12U1:	12U2:	12U3:	12U4:	12U5:	12U6:
<p>Philosophical language and thought:</p> <ul style="list-style-type: none"> - Plato - Aristotle and causation - Soul, mind and body <p>Ancient philosophical influences provide important foundational knowledge for the study of philosophy of religion. This and Soul, mind and body enable the exploration of philosophical language and thought through significant concepts and the works of key thinkers.</p>	<p>The existence of God: God and the World:</p> <ul style="list-style-type: none"> - Religious experience - The problem of evil - arguments based on observation <p>Learners will also be introduced to different types of religious experience, and will be encouraged to discuss and debate the significance and meaning of Technical Terms such experiences, as well as how they can shape religious belief.</p> <p>The problem of evil and suffering will also be explored. Debated for millennia, this issue is still relevant and problematic for many today.</p>	<p>The existence of God: God and the World:</p> <ul style="list-style-type: none"> - arguments based on reason <p>Learners will critically analyse three contrasting arguments regarding the existence of God. Such arguments are a fundamental element of philosophy of religion, as well as key to the personal beliefs of many individuals.</p>	<p>Normative ethical theories: religious approaches</p> <ul style="list-style-type: none"> - Aquinas and natural law - Situation ethics <p>As part of their study, learners will study four normative ethical theories, providing a range of approaches: deontological and teleological, religious and non-religious.</p>	<p>Normative ethical theories</p> <ul style="list-style-type: none"> - Kantian ethics - Utilitarianism <p>Continues from the previous topic</p>	<p>Applied ethics</p> <ul style="list-style-type: none"> - Euthanasia - Business ethics <p>The Ethical theories explore in the previous two units will be applied to two issues of importance; euthanasia and business ethics. This allows learners to explore contemporary issues and deepen their understanding of the ethical theories.</p>
<p>Assessment:</p> <p>This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home.</p>	<p>Assessment:</p> <p>This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home.</p>	<p>Assessment:</p> <p>This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home.</p>	<p>Assessment:</p> <p>This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home.</p>	<p>Assessment:</p> <p>PPE - Philosophy of religion</p> <p>In class PPE - Religion and ethics (Y1 content)</p>	<p>Assessment:</p> <p>This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home.</p>
<p>Builds upon:</p> <ul style="list-style-type: none"> • 	<p>Builds upon:</p> <ul style="list-style-type: none"> • Philosophical language and thought 	<p>Builds upon:</p> <ul style="list-style-type: none"> • Foundation: Knowledge of God's existence 	<p>Builds upon:</p> <ul style="list-style-type: none"> • Insight: Augustine on human nature 	<p>Builds upon:</p> <ul style="list-style-type: none"> • Aquinas and natural law • Situation ethics 	<p>Build upon:</p> <ul style="list-style-type: none"> • Aquinas and natural law • Situation ethics • Kantian ethics • Utilitarianism
<p>Introduces:</p> <ul style="list-style-type: none"> • Understanding reality • The theory of Forms • The four causes • The Prime Mover • Is the soul a thing? • Plato and the soul • Aristotle and the soul • Substance dualism • Materialism 	<p>Introduces:</p> <ul style="list-style-type: none"> • The teleological argument • Hume • the design argument • the cosmological argument • the principle of sufficient reason • Theodicy • Soul-making theodicies • John Hick's version of Irenaean theodicy 	<p>Introduces:</p> <ul style="list-style-type: none"> • A priori and a posteriori • the ontological argument 	<p>Introduces:</p> <ul style="list-style-type: none"> • Aquinas's four tiers of law • Aquinas's natural law • The principle of double effect • Joseph Fletcher's situation ethics • Fletcher on conscience 	<p>Introduces:</p> <ul style="list-style-type: none"> • Kant's moral teachings • Hypothetical imperatives • The categorical imperative • Jeremy Bentham • Teleology and relativism • Peter Singer and preference utilitarianism 	<p>Introduces:</p> <ul style="list-style-type: none"> • The law and euthanasia • Sanctity of life principle • Quality of life principle • Voluntary euthanasia • non-voluntary euthanasia • Corporate social responsibility • Whistle-blowing • Globalisation

	<ul style="list-style-type: none"> Richard Swinburne and didactic evil The nature of religious experiences 				
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Year 12 - Teacher 2 - Developments in Christian thought

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
12U1:	12U2:	12U3:	12U4:	12U5:	12U6:
Insight: Augustine on human nature The first section explores human nature in the context of the purpose of life, the self and immortality. Learners will explore Augustine's ideas regarding the human condition, as well as different Christian interpretations of the promise and nature of the afterlife.	Insight: Death and the afterlife Continues from the previous topic.	Foundations: Knowledge of God's existence In Knowledge of God, both natural and revealed theology will be studied, including the relationship between faith and reason. This will enable discussion of how Christians may understand their relationship with God.	Foundations: Jesus Christ Learners will also explore historical and theological understandings of the person of Jesus Christ. They will consider Jesus as the Son of God, teacher of wisdom and a liberator, which will give them an insight into both traditional and contemporary Christian theology.	Living: Christian moral principles In the topic Christian Moral Principles, learners will consider the Bible, Church and reason as sources of wisdom and authority. Through considering the use of these in shaping Christian moral values and practice, this topic will allow learners to investigate the principles that shape and express religious Technical Terms identity, and the diversity of practice within Christianity.	Living: Christian moral action: Dietrich Bonhoeffer In Christian Moral Action, learners will undertake a detailed study of the ideas and impact of Dietrich Bonhoeffer. This study of Christian moral principles in action will place moral principles in a real-world context, making the study of Christianity more tangible for learners.
Assessment: This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home.	Assessment: This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home.	Assessment: This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home.	Assessment: This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home.	Assessment: PPE - Developments in Christian thought	Assessment: This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home.
Builds upon: <ul style="list-style-type: none"> 	Builds upon: <ul style="list-style-type: none"> Insight: Augustine on human nature 	Builds upon: <ul style="list-style-type: none"> The existence of God 	Builds upon: <ul style="list-style-type: none"> Foundation: Knowledge of God's existence 	Builds upon: <ul style="list-style-type: none"> Foundation: Jesus Christ Normative ethical theories: religious approaches 	Build upon: <ul style="list-style-type: none"> Foundations: Jesus Christ Living: Christian moral principles
Introduces: <ul style="list-style-type: none"> The Human potential Augustine on human nature 	Introduces: <ul style="list-style-type: none"> The parable of the sheep and the Goats Christian eschatology Election 	Introduces: <ul style="list-style-type: none"> Natural and revealed theology Natural knowledge of God's existence Revealed knowledge of God's existence 	Introduces: <ul style="list-style-type: none"> Jesus Christ's authority Jesus the teacher of wisdom Jesus the liberator Son of God Uniqueness 	Introduces: <ul style="list-style-type: none"> Theonomous Christian ethics and practises Heteronomous Christian ethics and practises Autonomous Christian ethics and practises 	Introduces: <ul style="list-style-type: none"> Bonhoeffer's theology Duty to God and duty to the state The role of the Church as community The cost of discipleship Bonhoeffer's relevance today

Year 13 - Teacher 1 - Philosophy of religion & Religion and ethics

Autumn 1	Autumn 2	Spring 1	Spring 2
13U1:	13U2:	13U3:	13U4:
<p>The nature or attributes of God:</p> <p>The nature of God: God, eternity and free will</p> <p>Through studying the nature of God, learners will explore how ideas within philosophy of religion have developed over time, and make comparisons between the ideas presented in works of key scholars</p>	<p>Religious language:</p> <ul style="list-style-type: none"> - apophatic and cataphatic use - analogy and symbol <p>Finally, the two sections that focus on religious language give learners the opportunity to examine issues such as whether religious teachings should be understood symbolically or analogically, or whether religious language should be regarded cognitively or non-cognitively.</p>	<p>Religious language: 20th century perspectives</p> <ul style="list-style-type: none"> - verification and meaning - Wittgenstein and language games - the falsification debate <p>Continues from the previous topic.</p>	<p>Ethical language: Meta-ethics</p> <p>Within Ethical Language: Meta-ethics, learners will explore how ethical language has changed over time and been interpreted by different individuals.</p> <p>Conscience - Aquinas and Freud</p> <p>To develop learners' awareness of the importance of significant concepts within the study of ethics, they will be required to examine the significant ethical concept of conscience, through a comparison of the works of two key thinkers; Aquinas and Freud.</p>
<p>Assessment:</p> <p>This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home.</p>	<p>Assessment:</p> <p>This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home.</p> <p>PPE1 - Philosophy of religion (Y2 content)</p>	<p>Assessment:</p> <p>This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home.</p>	<p>Assessment:</p> <p>PPE2 - Philosophy of religion (Y1 & Y2 content)</p> <p>In class PPE - Religion and ethics (Y1 & Y2 content)</p>
<p>Builds upon:</p> <ul style="list-style-type: none"> ● Foundations: Knowledge of God's existence ● The existence of God: God and the World: 	<p>Builds upon:</p> <ul style="list-style-type: none"> ● Philosophical language and thought: 	<p>Builds upon:</p> <ul style="list-style-type: none"> ● apophatic and cataphatic use ● analogy and symbol 	<p>Builds upon:</p> <ul style="list-style-type: none"> ● Normative ethics ● Applied ethics
<p>Introduces:</p> <ul style="list-style-type: none"> ● Divine attributes ● Boethius ● St Anselm ● Richard Swinburne ● Alvin Plantinga ● Free will, timelessness and God's attributes 	<p>Introduces:</p> <ul style="list-style-type: none"> ● Cognitive and non-cognitive sentences ● <i>Via negativa</i> ● <i>Via positiva</i> ● Analogy ● Symbol ● Apophatic language 	<p>Introduces:</p> <ul style="list-style-type: none"> ● The development of logical positivism ● Verification theory ● Ayer's verification principle ● Swinburne's solution and the nature of sentences about God ● Language games ● Wittgensteinian Fideism ● Popper and falsification debate 	<p>Introduces:</p> <ul style="list-style-type: none"> ● The <i>fact/value, is/ought</i> problem ● Naturalism ● Institutionalism ● Emotivism ● Aquinas and Freud's theories on conscious

Year 13 - Teacher 2 - Development in Christian thought & Religion and ethics

Autumn 1	Autumn 2	Spring 1	Spring 2
13U1:	13U2:	13U3:	13U4:
<p>Religious pluralism and theology</p> <p>Religious pluralism and society</p> <p>A significant development in Christian thought studied is that of pluralism, a vital concept in this age of migration and multi-cultural societies. The two topics which explore this concept enable the consideration of the ways that Christian traditions view other religious and non-religious worldviews. This raises issues of the nature of salvation, religious tolerance, respect and recognition of opposing views.</p>	<p>Gender and society</p> <p>Gender and theology</p> <p>The changing roles of men and women, and feminist approaches to theology, form the basis of the two further topics. These topics encourage learners to reflect on issues of gender identity, equality and discrimination and the social influence of religious institutions, and provide the opportunity to compare the works of two key scholars.</p>	<p>The challenge of secularism</p> <p>Liberation theology and Marx</p> <p>Finally, this component explores the challenges posed by secularism, and a range of responses to this. These topics enable the study of how developments in beliefs and practices have, over time, influenced and been influenced by developments in philosophy, politics and studies of religion, as well as an investigation into the diversity within Christian practice.</p>	<p>Sexual ethics</p> <p>Finally, in Developments in Ethical Thought, learners will examine areas of sexual ethics, a highly relevant and interesting area of study. Learners will explore how attitudes to pre and extra marital sex and homosexuality have influenced and been influenced by developments in religious beliefs, and also how the four normative theories they previously studied can be applied to these areas.</p>
<p>Assessment:</p> <p>This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home.</p>	<p>Assessment:</p> <p>This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home.</p> <p>PPE1 - Development in Christian thought (Y2 content)</p>	<p>Assessment:</p> <p>This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home.</p>	<p>Assessment:</p> <p>PPE2 -Development in Christian thought (Y1 & Y2 content)</p>

<p>Builds upon:</p> <ul style="list-style-type: none"> ● Living: Christian moral action: Dietrich Bonhoeffer 	<p>Builds upon:</p> <ul style="list-style-type: none"> ● Living: Christian moral principles 	<p>Builds upon:</p> <ul style="list-style-type: none"> ● Religious pluralism and theology ● Religious pluralism and society 	<p>Builds upon:</p> <ul style="list-style-type: none"> ● Gender and society ● Normative ethics ● Applied ethics
<p>Introduces:</p> <ul style="list-style-type: none"> ● Theological exclusivism ● Theological inclusivism ● Theological pluralism ● Inter-faith dialogue ● The scriptural reasoning movement 	<p>Introduces:</p> <ul style="list-style-type: none"> ● Feminism ● Changing views on gender ● Biblical teaching on the roles of men and women in the family and society ● Christian responses to secular gender roles, parenthood and the family ● Rosemary Radford Ruether ● Mary Daly 	<p>Introduces:</p> <ul style="list-style-type: none"> ● Secularism ● God as illusion, wish fulfilment and source of harm ● Christianity and public life ● Marx and liberation theory ● Orthodoxy and orthopraxis 	<p>Introduces:</p> <ul style="list-style-type: none"> ● Christian teachings on premarital and extramarital sex ● Christian teachings on homosexuality ● The impact of secularism on sexual ethics